



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Thameside Primary School
Number of pupils in school	397 (July 2022)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	Sept 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sophie Greenaway (Headteacher)
Pupil premium lead	Ingrid Burton (Deputy Headteacher)
Governor / Trustee lead	Alison Harwood (PPG lead governor)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (financial year 22/23)	£124,650.00
Recovery premium funding allocation this academic year (based on 90 FSM eligible children Oct 21 census)	£ 13,050.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 137,700.00



## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through our own in-house Catch up Tutor for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve



## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils..

Challenge number	Detail of challenge
1	There is a significant gap in pupil attainment on entry to our Foundation Stage between pupils in receipt of PPG and others i.e. they are below age related expectation & have on-going poor basic skills (see Foundation Stage Baseline)
2	Many children arrive at our school with a lack of independence and self-help skills and first require to learn how to learn.
3	Many children have speech, language and communication difficulties that impacts on progress across the curriculum.
4	Emotional resilience and complex family situations – high level of emotional needs to be met before they can engage fully in learning. These children tend to find it hard to express emotions verbally and require access to emotional literacy support (ELSA) to enable them to feel happy, secure and ready to learn.
5	Attendance amongst those pupils in receipt of PPG is lower than that of their peers. Those children with persistent absence (PA) tend to fall in the PPG group, therefore attendance needs to be closely monitored to ensure pupils can access good quality learning. Since September 2021, Thameside has its own Emotional, Behaviour, Well-being, Welfare Officer who supports families in a range of ways, including engagement with school and attendance. The EBWWO has regular support from the Education Welfare Service.
6	It is significant that 49% of our pupils in receipt of PPG also have special educational needs (SEND); 40% (14 children) of our children with EHCPs are also in receipt of PPG. 62% of our pupils in receipt of PPG are boys; 36% of our pupils in receipt of PPG have recognised SEND and are boys.
7	Parents of children from the PPG group tend to be less engaged in their child's learning and are less likely to attend parents evening, for example, and our Family Hub lead (the Emotional, Behaviour, Well-being, Welfare Officer) has worked hard this academic year to counter this.
8	Some children have moved house several times and have had many primary schools or this is their first school in the UK; they required careful transition with intervention to catch up with their peers.
9	Some children have had sustained lengths of time out of school due (during lockdown and afterwards) to parental reluctance to send their children to school due to concerns and anxieties surrounding Covid. The Education Welfare Officer supported us in these instances.
10	Attendance is lower than other pupils which is a barrier to progress (PPG attendance in 2020-21 90.7%; non-PPG was 96.3%).
11	Impact of family challenges having an effect on emotional well-being and learning.



## Intended outcomes

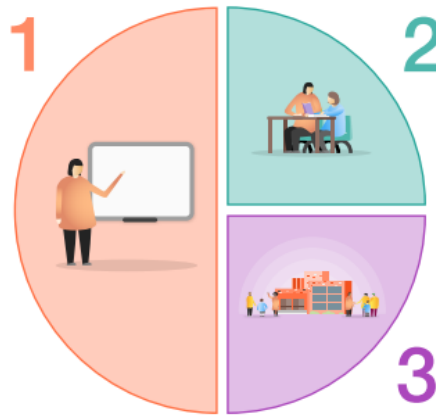
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Ensure the individual emotional and academic needs of disadvantaged pupils are being effectively supported.	The will be few behaviour related incidents recorded on CPOMs
Disadvantaged pupils make accelerated progress in phonics with the aspiration that they all pass their phonics screening.	Disadvantaged children will achieve national average expected standard in PSC
Gaps identified in learning for disadvantaged pupils are closed through effective teaching for fluency in writing and scaffolding-up in maths lessons.	Disadvantaged children will achieve national average progress scores in reading, writing and maths
Disadvantaged pupils in EYFS to have the communication, language and oracy skills to enable them to fully access and engage in the whole curriculum	Disadvantaged children in will meet 'expected' levels at the end of the foundation year



## Activity in this academic year (2022-23)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.



Please see Appendix A for the EEF's tiered model and menu of approaches to spending Pupil Premium funding effectively. Source: <https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools>


### 1. High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,000 Ruth Miskin phonics training cost for project this year

Other staff related CPD training £2,000

Tom Sherrington Project, which runs from April 2022 – July 2023 £900

**Total budgeted cost: £4,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant and new staff (including new staff) have received training to deliver the phonics scheme effectively and consistently	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  Phonics High impact for very low cost based on very extensive evidence 	3, 6, 8 & 9
Early identification of children with weak C&L skills – the school will identify what the child's difficulties are and address them as soon as possible.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts	1,2 & 3



Children will have a 'Progress Plan' - a card/form which states what C&L difficulties they have with SMART targets and ideas for adults.	<p>Communication and language approaches</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒</p> <p>+6</p>	
--	--	--

## 2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Costs: £3,000 RWI programme - phonics delivery online subscription and resources




Classroom Teaching Assistants x 2 LKS2/UKS2 £32,000 funded from PPG to cater for larger eligible children across these KS groups, for intervention group work and improved classroom targeted support.

School Led Tutoring- £17,000 (part recoverable from recovery grant, the remainder paid for by SLT grant)

**Budgeted total cost: £ 47,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils have phonics interventions as part of their 1:1 reading lessons – this includes Fresh Start for children in Years 5 and 6	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒</p> <p>+5</p>	3, 6, 8
Pupils in Year 2 (who did not pass the screening) will have phonics lessons until they are secure on their letters and sounds	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒</p> <p>+5</p>	3, 8, 9
Establish small group interventions with our catch-up tutor for disadvantaged pupils falling behind age-related expectations. These will focus on PPG pupils with a particular emphasis on boys and writing.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence</p> <p>£ £ £ £ £ £ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒 🔒</p> <p>+4</p>	3, 6, 8, 9,



<p>Scaffolding effectively for lowest 20% and Breaking Barriers intervention within KS2 Maths lessons to support disadvantaged pupils at risk of falling behind age-related expectations</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence</p> <div>    </div>	<p>3, 6, 8, 9</p>
--	---	-------------------

### 3. Wider strategies (for example, related to attendance, behaviour, wellbeing)

Costs: £32,000 (HLTA to lead The Nest & Behaviour Mentor role)

Leadership Interventions and support £10,000 (accounts for 1 day per week of SLT time)

The Nest provisions costs (educational supplies and food tech supplies) - £1,500

Alternative provision Auto skills – towards costs £1,900

Family Hub – part time salary for Emotional Wellbeing Behaviour and Welfare Officer role  
£11,852 plus family hub provisions £700

Costs for supporting PPG eligible families - £1,000 holiday clubs/after schools extra curricular activities.

Music (Rock steady) lessons for PPG children (3 chn) £500

PPG free or subsidised places for school trips £4,000

**Total budgeted cost: £63,452**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Now that we have had our own SEMHD provision – The Nest – in place for the last year and the children are ready to learn, our focus will be on academic progress this year.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	4, 6, 10, 11



	<div> <p><b>Social and emotional learning</b></p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>££££££ ££££££ +4</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> </div> <div> <p><b>Metacognition and self-regulation</b></p> <p>High impact for very low cost, based on extensive evidence.</p> <p>££££££ ££££££ +7</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p> </div>	
The lead of the Family Hub at school continues to provide support for families with attendance and acute need	<div> <p><b>Parental engagement</b></p> <p>Moderate impact for moderate cost, based on moderate evidence.</p> <p>££££££ ££££££ +3</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a></p> </div>	5, 7,9, 10, 11

**Total budgeted cost: £115,352**

**Unbudgeted - £22,348**





## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively	All staff who deliver phonic sessions have received training from the Read Write Inc co-ordinator, further training both 1:1 training and small group training has been delivered by the phonics leads to ensure consistency in the teaching of phonics. All staff also have access to the Read Write Inc website that includes modelled lessons and further training for them to access. A phonics development day has been booked for the beginning of the new academic year to provide opportunities for further training. Outcomes in phonics screening 53% (8 children in receipt of pupil premium funding) passed the phonics screening in Year 1 and 40% (2 children) of the children in receipt of pupil premium funding who retook the phonics screening in Year 2 achieved the pass mark.
Creating a communication and language (C&L) progression document in EYFS to further improve the C&L skills and vocabulary of disadvantaged pupils so that this is not a barrier to their learning.	The communication and language (C&L) progression document supports all staff working in Foundation Stage to have a clearer understanding of how they can support communication and language development. Literacy planning has been further developed to see more of a focus on communication and language with every lesson now including an objective from Development Matters literacy and communication and language. All communication and language/oracy opportunities within each lesson are highlighted in purple within the planning and children who struggle to communicate – largely those in receipt of PPG - are targeted within the provision. The classroom and outdoor areas reflect the topics being taught. Each topic encompasses enhancements to the learning environment that include role-play areas, small-world play and encourages the children to act out scenarios and discuss concepts being learnt. This helps children learn and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible. Word Aware words have continued to evolve over the course of the year to be more topic based tier 2/3 words e.g. metamorphosis. Communication and Language is effectively embedded in the Thameside EYFS curriculum and prioritises the progress of child in receipt of PPG with low prior attainment in this area. Outcomes for EYFS Communication 70% of children in receipt of pupil premium funding at working at the expected level.
Disadvantaged pupils have phonics interventions as part of their 1:1 reading lessons	In the first week of the 2021-22 academic year, phonics leads assessed phonic knowledge of PPG children. They were grouped accordingly, with the lowest 20% being taught by the class teacher. 1:1 daily tutoring has been used to support children working below the expected standard in Year 1. 1:1 tutoring has also been used effectively to support children in Year 3 who did not pass the phonics screening at the end of Year 2 and EAL children who have joined the school with very little English. Outcomes in phonics screening 53% (8 children in receipt of pupil premium funding) passed the phonics screening Year 1 and 2 children of the 5, in receipt of the pupil premium funding who retook the phonics screening in Year 2 achieved the pass mark.



Establish small group maths and reading intervention with our catch-up tutor for disadvantaged pupils falling behind age-related expectations	Using data from the end of the summer term 2021 and in discussion with class teachers maths and reading interventions were set up with our school Catch-Up tutor to run from the start of the academic year. In liaison with class teachers targets were set for each group and data was analysed at each assessment point to monitor the progress of children in these interventions groups. Outcomes in maths: 97% of these children made at least expected progress. 47% made better than expected progress. Outcomes in reading: 85% made at least expected progress 41% made better than expected progress.
Breaking Barriers intervention to work effectively within KS2 Maths lessons to support disadvantaged pupils at risk of falling behind age-related expectations	During each maths lesson class teachers have identified children who require extra support through a Breaking barriers intervention, these have taken place within the lesson and they have been successfully used to support disadvantaged pupils who are at risk of falling behind. During the session the class TA will go over the main teaching points from the lesson remodelling, providing additional scaffolding or using concrete apparatus to ensure children have fully grasped the key concept being covered. The impact of these sessions is that across Key Stage 2 children in receipt of PPG funding have made good progress and therefore begun to close the gap.
Creating and embedding our own SEMHD provision – The Nest.	A group of children in receipt of PPG funding who have additional emotional needs were identified as requiring substantial additional and specialised support and they are accessing this through The Nest. Until Easter this provision was led by non-teaching SLT members and supported by SEND TAs, Play Rangers and Reading Primary Stars. Additional support and advice has been provided through bespoke support/guidance/training for staff from the LA's Therapeutic Thinking lead; support/guidance from Cranbury Behaviour Support and the termly support from one of their Higher Level Teaching Assistants. Since Easter this provision has been led by an HLTA for four days of the week and SLT on the fifth day with all planning being undertaken by the deputy headteacher. The impact of all of this has been that the wellbeing of all children has been put first – children are able to learn in the classroom and those who need amended provision to best meet their needs have been well supported. Through this provision, these children have become more regulated and are now able to access more of their learning and manage being in class for short periods of time.
New Family Hub at school with lead provides support for families with attendance and acute need	The Family Hub lead has provided support for many families in receipt of PPG funding support has included; supporting families in meetings with external professionals and teachers; organising food parcels through the Weller Centre; supporting families at Christmas working with the Salvation Army to provide toys and games for children; sourcing various items of uniform; providing a safe space for parents who may be in need of emotional support; working with the One Partnership Hub to ensure families are accessing support available. The Family Hub lead has also worked with families where attendance has fallen below 95% she has provided support in terms of home visits, helping families to set up morning routines and followed up absences



	with phone calls to 'check-in'. The impact of this is that the families have felt well supported and shown greater engagement with the school and the overall attendance for children in receipt of PPG funding is at 91% this is compared to 87% for the previous year.
--	--

## Externally provided programmes

Programme	Provider

## Further information (optional)

Other ways we support pupil premium children:

### Class teachers

- target disadvantaged children for conference marking
- target parents to ensure they all attend parents evening
- positive texts sent home, work photocopied
- Family Hub support

## Appendix A: EEF's Tiered model and menu of approaches

# PUPIL PREMIUM

## The tiered model and menu of approaches

